



University of
Central Arkansas™

The Arkansas State Legislature created The Arkansas State Normal School (now known as UCA) in 1907. The purpose of The Arkansas State Normal School was to properly train students to become professional teachers and rid Arkansas of haphazard schoolteachers. Classes began in 1908 with nine academic departments, one building on 80 acres, 107 students, and seven faculty members. Two faculty members taught in two departments and President Doyne taught pedagogy and Latin.

The following is a compilation of data reflective of the Educator Preparation Program at
University of Central Arkansas

Institutional Classification:

- ☐ Independent
- ☒ Public

Institutional Admissions Selectivity:

- ☐ Open Enrollment
- ☒ Moderately Selective
- ☐ Selective
- ☐ Highly Selective

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I. Program Areas

The following (Table 1) reflects the programs offered by the Educator Preparation Provider and the number of credit hours required.

Table 1. Programs offered and required credit hours

Educator Licensure Programs - UCA			
	<u>Required Credit Hours</u>		
<u>Program</u>	<u>General Ed</u>	<u>Content</u>	<u>Professional Ed</u>
Art	38	45	37
Early Childhood	38	35	47
English	38	46	38
Fam. & Cons. Sci.	38	44	38
French	38	41	41
Life/Earth Science (Biology - UTeach)	38	45	26
Mathematics (Math Ed - UTeach)	38	46	26
Middle Childhood	38	39	44
Music	38	41	41
Physical Education	38	45	37
Physical/Earth Science (Phys Sci - UTeach)	38	52	26
Social Studies	38	44	38
Spanish	38	41	41

Administrator Licensure Programs - UCA	
	<u>Required Credit Hours</u>
District Level Administrator	34
Building Level Administrator	34
Curriculum Program Administrator	34

Source: Data provided by UCA



II. Enrollment and Program Completers

The Higher Education Act (HEA) Title II is a national data collection for institutions and states related to teacher preparation and licensure. HEA Title II Reports can be found at <https://title2.ed.gov/Public/Home.aspx>. The table below represents data the EPPs have reported to Title II in the past three years.

Table 2. Enrollment and Program Completers

UCA - Teacher					
Enrollment	2012	2013	2014	Average	% of State Total
Traditional Route	406	513	407	442	6.36%
Nontraditional Route	341	304	289	311	4.48%
State Total	6,925	7,758	6,161	6,948	
Program Completers					
Traditional Route	153	143	165	154	7.03%
Nontraditional Route	79	87	85	84	3.84%
State Total	2,104	2,116	2,350	2,190	
Source: HEA Title II Reports – 2012, 2013, 2014					
UCA – Administrator					
Enrollment (currently enrolled 14-15)			UCA	State	% of State Total
District Level			9	199	4.52%
Building Level			77	1,436	5.36%
Curriculum Program Administrator			17	320	5.31%
Program Completers (2013-2014)					
District Level			5	115	4.35%
Building Level			11	240	4.58%
Curriculum Program Administrator			1	71	1.41%

Source: Data supplied by UCA



III. Enrollment and Demographic Data

Each year EPPs report enrollment, race, ethnicity, and gender of students in their programs to HEA Title II. Data from the 2014 HEA Title II Report is presented below. These are the number of students in each initial licensure program in 2012-13.

Table 3. Enrollment and Demographic Data

<u>UCA Program Type</u>	<u>Male</u>	<u>Female</u>	<u>Total Enrollment</u>	<u>Hispanic</u>	<u>Indian</u>	<u>Asian</u>	<u>Black</u>	<u>Islander</u>	<u>White</u>	<u>Multi- Racial</u>
Traditional	107	300	407	9	1	5	27	1	362	2
Nontraditional	61	228	289	1	4	4	47	0	230	3

Note: Individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. For purposes of Title II reporting, the definition of an enrolled student is a student who has been admitted to a teacher preparation program, but who has not yet completed the program.

Source: HEA Title II Report – 2014

As a point of comparison the charts on the following page demonstrate the demographic makeup of **Arkansas public school students** and **Arkansas public school teachers**, and **all Arkansas EPPS** compared to this institution during 2012-2013.

- Figure 1. Demographic Makeup of Arkansas Public School Students – 2012-2013
- Figure 2. Demographic Makeup of Arkansas Public School Teachers – 2012-2013
- Figure 3. Demographic Makeup of Arkansas EPP Enrollees – 2012-2013
- Figure 4. Demographic Makeup of UCA Enrollees – 2012-2013



Fig. 1. AR Students 12-13

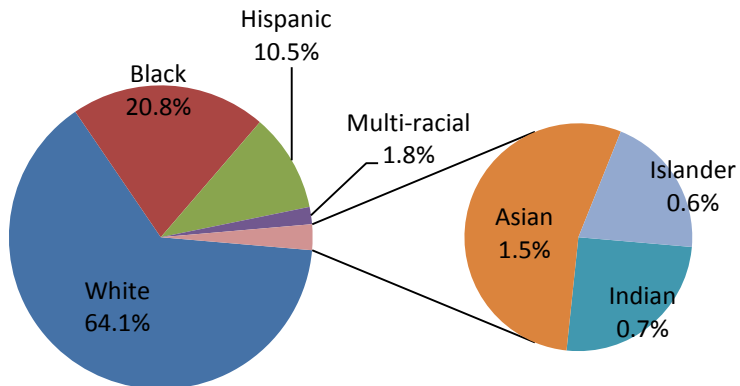
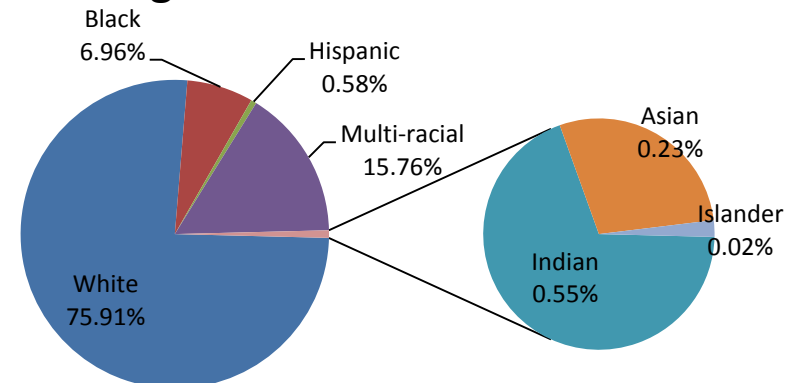


Fig. 2. AR Teachers 12-13



Source: ADE Data Center

Fig. 3. AR EPP Enrollment 12-13

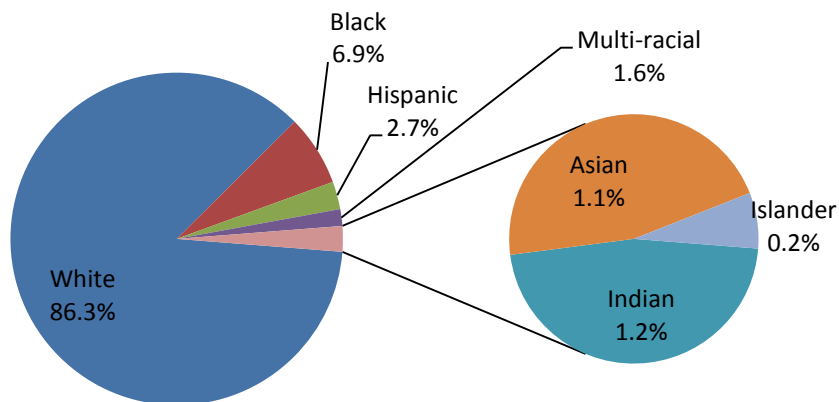
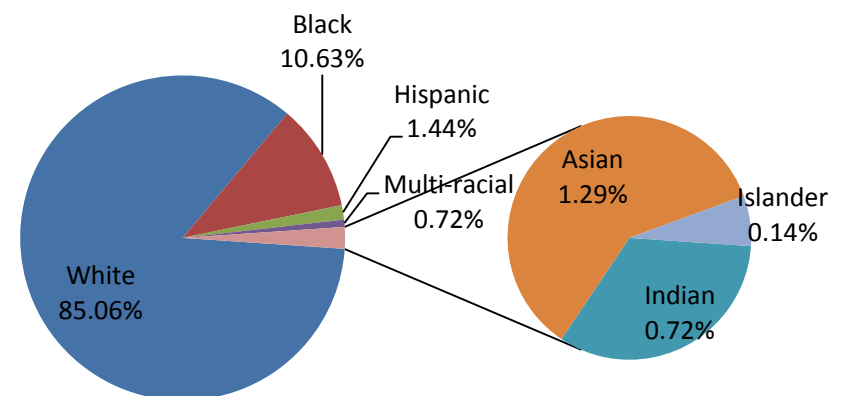


Fig. 4. UCA Enrolled 12-13



Source: HEA Title II Report – 2014



IV. Number of Teachers Prepared Annually by Subject Area

The number of teachers prepared in each subject area is reported each year in the HEA Title II Report. These data include both traditional and nontraditional programs. The table below represents the number of teachers prepared over three years.

Table 4. Number of teachers prepared by subject area

<u>UCA</u>	<u>Number of Teachers Prepared</u>			
<u>Subject Area</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>3-yr Average</u>
Agriculture	0	0	2	0.7
Art	6	4	17	9.0
Business	6	5	1	4.0
Chinese	0	0	0	0.0
Drama/Speech	0	0	0	0.0
Early Childhood	102	52	98	84.0
English	14	9	17	13.3
Family and Consumer Sciences	7	3	12	7.3
French	0	0	1	0.3
German	0	0	0	0.0
Life Science	2	3	3	2.7
Mathematics	12	7	14	11.0
Middle Childhood	31	25	36	30.7
Music	7	4	12	7.7
Physical Education	14	2	14	10.0
Physical Science	0	0	5	1.7
Social Studies	11	8	16	11.7
Spanish	1	0	2	1.0

Source: HEA Title II Reports - 2012, 2013, 2014

Note: Number prepared may not equal number of program completers due to differences in Title II reporting definitions.



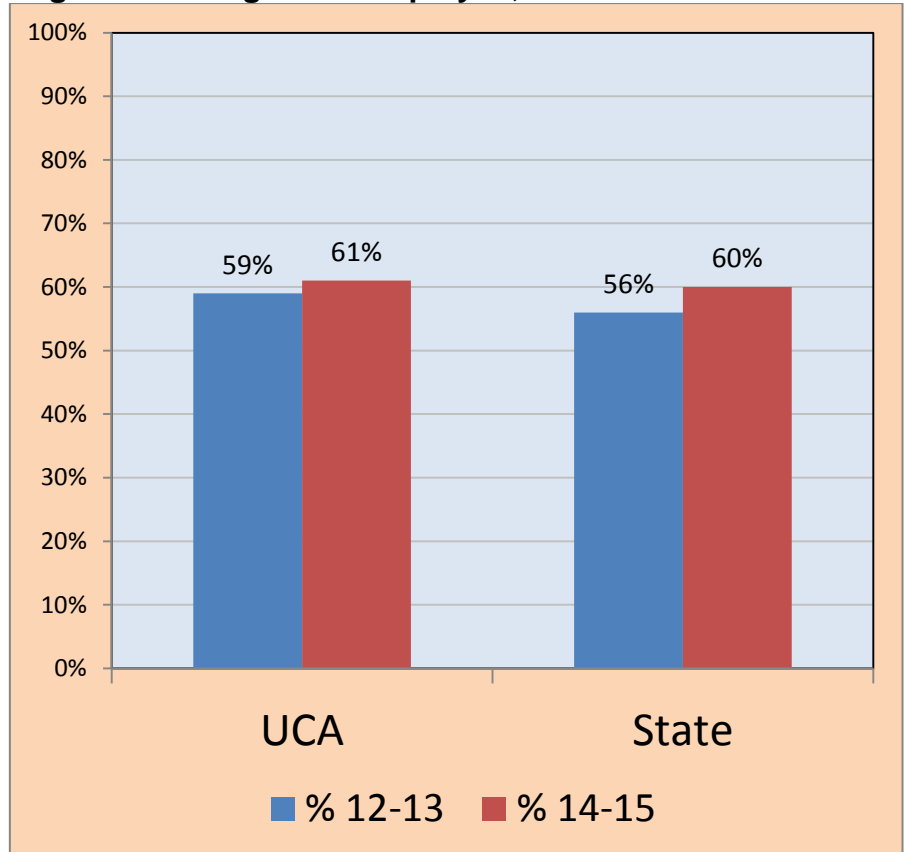
V. Number of Program Completers Employed in Arkansas Public Schools (first-year)

All 2013-2014 Arkansas EPP program completers (both traditional and nontraditional) were reported to the ADE Office of Research and Technology. Those found as employed in Arkansas public schools (APS) in 2014-2015 are represented below.

Table 5. UCA Program Completers Teaching in Arkansas Public Schools During their first year

	<u>UCA</u>	<u>State</u>
Completers 11-12	230	2,036
Employed in APS 12-13	135	1,143
% 12-13	59%	56%
Completers 13-14	263	2,324
Employed in APS 14-15	161	1,394
% 14-15	61%	60%
Change	+2	+4

Figure 5. Change in % employed, 12-13 to 14-15



Source: Completers supplied by IHEs. Number of teachers found in AR public schools supplied by ADE Research and Technology.



VI. Supervised Clinical Experience and Faculty Numbers

The table below contains Information about the program's supervised clinical experience (also known as student teaching) during the 2012-2013 academic year. This table was reproduced from the 2014 HEA Title II Report.

Table 6. Supervised Clinical Experience and Faculty Numbers

<u>UCA</u>	<u>Traditional</u>	<u>Nontraditional</u>
Hours required prior to Supervised Clinical Experience	168	75
Hours required in Supervised Clinical Experience	600	600
Number FTE faculty in Supervised Clinical Experience	22	8
Number adjunct faculty in Supervised Clinical Experience	174	91
Number of students in Supervised Clinical Experience	165	85

Source: HEA Title II Report – 2014



VII. Praxis® Licensure Test Pass Rates

The Praxis® Tests reported herein are those assessments that are required for teacher licensure in Arkansas. EPPs with approved programs for that particular subject area are listed beneath each test. Pass rates reflect the number of students taking each test for the first time between 9/1/13 and 8/31/14, and the numbers passing each test. Highest and lowest scores on each test are also included. IHEs had the opportunity to verify their students took the tests listed for their institution. Data include both traditional and nontraditional routes.

Table 7. Licensure Test Pass Rates

Test #	Test Name	N	Mean	Min	Max	# Pass	% Pass	State Pass Rate
0135	Art Content and Analysis	7	166	144	181	5	71	65
0235	Biology: Content Knowledge	16	161	141	186	15	94	76
0022	Early Childhood: Content Knowledge	118	179	145	194	117	99	99
0044	English LLC: Content and Analysis	23	177	146	200	19	83	79
0121	Family and Consumer Sciences	18	168	148	187	15	83	84
5174	French: World Language	0	*	*	*	*	*	
0856	Health and Phys Ed: Cont Knowledge	20	164	141	181	19	95	96
0561	Marketing Education	1	*	*	*	*	*	86
5061	Mathematics: Content Knowledge	6	132	115	174	2	33	76
5142	Middle Sch: MS English Language Arts Subtest	5	175	164	185	5	100	100
5143	Middle Sch: MS Mathematics Subtest	5	149	118	182	5	100	100
5144	Middle Sch: MS Social Studies Subtest	5	147	121	176	5	100	100
5145	Middle Sch: MS Science Subtest	5	147	117	171	5	100	100
5113	Music: Content Knowledge	14	165	140	185	11	79	78
5114	Music: Content and Instruction	14	160	118	180	9	64	57
0095	Phys Ed: Content and Design	21	168	146	188	10	48	40
0481	Physical Science: Content Knowledge	12	159	124	180	9	75	90
0621	Princ of Learn Teach: Early Childhood	117	170	140	187	104	89	85



Test #	Test Name	N	Mean	Min	Max	# Pass	% Pass	State Pass Rate
0623	Princ of Learn Teach: Grades 5-9	42	172	150	185	37	88	87
0624	Princ of Learn Teach: Grades 7-12	89	172	142	197	82	92	88
5622	Princ of Learn Teach: Grades K-6	5	173	163	181	5	100	79
0086	Social Studies: Cont and Interp	31	156	129	189	19	61	54
5195	Spanish: World Language	1	*	*	*	*	*	55
0841	World Language Pedagogy	1	*	*	*	*	*	100
6011	School Leaders Licensure Assesmt	12	178	169	194	12	100	89
6021	School Superintendent Assessment	4	*	*	*	*	*	78

Source: ETS Data Manager via ADE Program Advisor

* Indicates < 5 tests taken

N = number of test takers

Mean = mean score

Min = lowest score recorded

Max = highest score recorded

Pass = number of passing scores

% Pass = Pass rate percentage



VIII. Novice Teacher Survey Results

First year teachers complete the “Novice Teacher Survey” at the end of their first full year of teaching. The survey is designed to identify how well they feel their educator preparation program prepared them for teaching. The questions and results from spring 2014 are indicated below. Data include both traditional and nontraditional programs.

Table 8. Novice Teacher Survey Results

Instructions were as follows: "Please choose the number that most accurately reflects your level of preparation for each of the statement topics."		
SCALE: 1. Not at all prepared 2. Inadequately prepared 3. Adequately prepared 4. Well prepared 5. Very well prepared		
<u>Novice Teacher Survey Results</u>	<u>UCA scores (n=125)</u>	<u>State Scores (n=1,245)</u>
Knowledge of learner development	4.16	4.14
Content knowledge preparation	4.26	4.18
Lesson planning skills	4.35	4.16
Instructional strategies and skills	4.26	4.16
Use of instructional technology	4.15	3.99
Consideration of diversity among your students	4.34	4.20
Establishing a culture for learning	4.38	4.24
Creating an effective learning environment (classroom management)	4.22	4.06
Managing student behavior	3.97	3.85
Assessment of student learning	4.14	4.03
Communicating with families	3.98	3.87
Leadership, collaboration and professional growth	4.17	4.12
Extent that your instructors modeled best teaching practices and use of technology	4.26	4.03
Availability of resources to support instruction and research	4.32	4.09
Quality of student teaching experience	4.33	4.16
Avg. of all 15 items	4.22	4.09

Source: ADE Novice Teacher Surveys - 2014

IX. Glossary

Educator Preparation Provider (EPP) – Educator preparation providers are institutions and organizations that offer teacher preparation programs. Educator preparation providers can be Institutions of Higher Education (IHEs) offering traditional programs (traditional route to licensure), IHEs offering alternative programs (nontraditional route to licensure), or organizations not based at IHEs offering alternative programs. Educator preparation ‘**programs**’ are those individual tracks offered under the auspices of each provider.

HEA Title II (Title II of the Higher Education Act of 1965) - In October 1998 Congress reauthorized the Higher Education Act. Title II, Sections 207 and 208 reflect the efforts of States, Institutions of Higher Education (IHE), and their school district partners to improve the recruitment, preparation, and support of new teachers. The HEA Title II Report includes requirements, conditions, and specifications for institutions and states related to teacher preparation and licensure.

IHE – Institution of Higher Education; college or university.

Nontraditional route to licensure – a post-baccalaureate preparation program designed for individuals seeking licensure as a teacher whose undergraduate, or post-baccalaureate degree is not in educator preparation. Under the Arkansas Department of Education rules for nontraditional licensure, this is a program that allows them to serve as teacher of record while enrolled in a program of study.

Pedagogy - the art or science of teaching; education; instructional methods.

Praxis[®] licensure tests – examinations offered by ETS[®] taken by individuals entering the teaching profession (required by many states, including Arkansas) as part of the licensure process. Passing scores are required on the appropriate basic skills, pedagogy, and content-area assessments as mandated by the State Board of Education.

Program completer - a person who has met all the requirements of a state-approved educator preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program’s requirements.



Supervised clinical experience (SCE) – pre-service teaching (student teaching) or internship in a school setting that provides candidates with extensive opportunities to develop and demonstrate competence in the professional roles for which they are preparing. This is completed under the guidance and supervision of licensed practicing school personnel and college or university supervisory personnel.

Traditional route to licensure – an undergraduate program of study or graduate program of study at an institution of higher education that prepares candidates for licensure as a teacher, special education teacher, school counselor, school administrator, or other school professional. These programs include a supervised clinical experience (student teaching) but the students do not serve as teacher of record while enrolled in the program of study.